

Psychology Internship Program



White River Junction VA Medical Center

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<http://www.whiteriver.va.gov/careers/psychologytraining.asp>

MATCH Number: 174111

Applications Due: November 8, 2020

COVID-19 Statement

The White River Junction VAMC Psychology Internship Program is committed to keeping our staff, trainees, and the veterans we serve safe during the COVID-19 pandemic. We are also committed to being as transparent as possible with potential interns on how the training year may be impacted. While we cannot predict how specific rotations or training opportunities may evolve for your training year, we can tell you how we have handled training and clinical care for the past two cohorts.

- The core of our clinical services in WRJ has not changed. Our department continues to offer a full range of outpatient, inpatient, and residential services. While clinical rotations have been impacted by the realities of moving to telehealth, we have preserved our internship rotations and clinical experiences. Currently, our Dartmouth College Counseling Center rotation is on hold. It is slated to restart in January 2021 for our current intern class, but this could change.
- As we have done for our last two intern classes, we plan to continue to utilize telehealth and phone sessions for clinical care, along with limited in person visits with appropriate PPE and physical distancing.
- All interns have individual offices. If interns opt to see clients in person, they are required to wear a face mask and face shield and are encouraged to meet with clients in larger group rooms or outside of the building.
- Our didactics, case conferences, and meetings have largely switched to virtual platforms.
- Consistent with many state licensure requirements, supervision will be face to face, either in person or by video conferencing.
- When appropriate, interns may have the opportunity to provide telehealth services from their homes. This is explored on an individual basis and is done in compliance with restrictions that prevent VA trainees from providing care that crosses state lines.

Additionally, it is important to note that ALL internship interviews will be remote this year. We can be flexible and choose a technology platform that works for you. We know that choosing to commit to an internship without visiting the site is challenging. As such, no questions are too small and we will be accessible for questions at any point. Consistent with our past face-to-face interviews, each candidate will get the chance to interview with several faculty members. Most importantly, all candidates will have access to our current intern class who can tell you about their experiences here in WRJ. Please feel free to reach out to us if you have any questions.

Accreditation Status

The predoctoral internship at the **White River Junction VA Medical Center** (WRJ VAMC) has been accredited by the Commission on Accreditation of the American Psychological Association. The next site visit will be in 2023.

Application & Selection Procedures

General Qualifications: A candidate for the WRJ VAMC Psychology Internship Program must be:

- a U.S. citizen,
- a student in good standing in an APA-accredited clinical or counseling psychology doctoral program,
- approved for internship status by their graduate program training director,
- a male applicant born after 12/31/1959 must have registered for the Selective Service System by age 26 to be eligible for any US government employment, including selection as a paid VA trainee,
- Interns and Fellows are subject to fingerprinting and background checks; match result and selection decisions are contingent on passing these screens, and
- VA conducts drug screening exams on randomly selected personnel as well as new employees.

The WRJ VAMC encourages applications from members of all ethnic groups, women, and persons with disabilities.

The WRJ VAMC Psychology Internship Program abides by all APA guidelines and requirements. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979/E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

The WRJ VAMC is also a member of Association of Psychology, Postdoctoral and Internship Centers (APPIC) and participates in the National Matching Service (www.natmatch.com/psychint/) and abides by the APPIC guidelines as set forth in the APPIC MATCH POLICIES. These policies can be accessed at the APPIC website www.appic.org.

Specific Qualifications: The internship at the WRJ VAMC is a clinically-oriented internship and so places a premium on those experiences that prepare applicants for clinical practice informed by scholarship. Highly regarded candidates will have 450 hours of closely supervised clinical practicum experiences, including individual psychotherapy (i.e., clinical interviewing as well as brief and long-term psychotherapy with adults) and psychological assessment with adults. Candidates should have completed coursework in cognitive-behavioral psychotherapy (CBT) and highly regarded candidates will have supervised clinical experience applying CBT. In addition, we seek to recruit candidates who have only minor dissertation requirements remaining as this allows for greater focus on internship-related duties. The WRJ VAMC Psychology Internship Program strives to create an environment supportive of diversity.

The WRJ VAMC training program emphasizes supervision as an important modality for learning psychotherapy. As part of the supervision process, our interns are asked to engage in self-reflection and some level of self-disclosure about one's experiences as a psychologist in training and as a psychotherapist. We encourage candidates to assess their openness and comfort with self-reflection and self-disclosure in supervision.

Updated September 29, 2020

Application Procedures: Interested persons who meet the eligibility criteria should submit the following materials:

1. A cover letter indicating intent to apply to the internship program and outlining training interests.
2. APPI online or APPIC standard application.
3. Curriculum vitae.
4. Three letters of recommendation, one of which must be from a recent clinical supervisor.
5. Official graduate transcripts.

Applicants should use the APPI online application system.

In addition to the materials submitted by applicants to the psychology internship program, the WRJ VAMC may also consider other publicly available materials including, but not limited to, information available through the internet.

Director of Psychology Training:

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Phone: (802) 295-9363, ext. 5827

APPIC Program Code Number: 1741

The deadline for receipt of application materials is midnight on November 8th.

Selection and Interview Process: Application materials will be reviewed upon receipt, and top candidates will be invited for virtual interviews. Candidates for interview will be selected based on several criteria including meeting the requirements described above, clinical experiences, and match with our program. Applicants will be notified of their interview status before December 3rd. Please be sure to indicate daytime and evening telephone numbers in your application materials so you can be reached to schedule an interview. Applicants will meet virtually with internship faculty for personal interviews throughout the interview day and will have a non-evaluatory meeting with one or more of the current interns. Tentative interview dates are in December and January.

The internship faculty rate each applicant based on how well they feel the applicant and the program fit. The applicants are rank-ordered for the computer match by calculating mean ratings across interviewers for each applicant from highest mean rating to lowest. Applicants who are deemed to be a poor fit by more than one faculty member are not ranked. The internship program complies with all APPIC guidelines in the recruitment and selection of interns and participates in the computer match program.

The program adheres to the APPIC policy that no person at this training program will offer, solicit, accept or use any ranking-related information from any intern applicant or graduate program. The internship program begins on July 1, 2021, and ends on June 30, 2022.

Psychology Setting

The Psychology Internship program at the WRJ VAMC is located in the Mental Health and Behavioral Science service. We, at the Mental Health and Behavioral Science service, are very proud of our tradition of integrating disciplines in the care of our patients. Psychologists, psychiatrists, social workers, nurse practitioners and master's level mental health professionals work alongside each other in meetings, leading groups, collaborating on the care of individual patients, and in developing treatment offerings. In our service, interns literally work next to and collaborate with other



mental health disciplines on a daily basis. As a result, interns become used to regular consultation with other staff and participate in inter-professional teams as a normal mode of professional practice.

The Mental Health and Behavioral Science service has established programs in general outpatient care and acute care (inpatient), primary care (Primary Care Mental Health Integration Clinic), programs to treat substance use disorders (outpatient and residential substance use disorder treatment programs), recovery-based services (including transitional housing, CWT, and supported employment), PTSD outpatient services, and psychological/neuropsychological assessment. We also have an array of behavioral medicine programs in collaboration with primary and specialty care medical services. These programs include: diabetes education and support groups, specialized assessment and intervention with oncology patients, weight loss programs, and interventions for patients with chronic pain and insomnia. We serve primarily, though not exclusively, patients from the lower half of the socioeconomic strata. Recently there has been a growing number of middle-class working patients primarily represented by the increasing numbers of veterans from recent and ongoing military missions. Most patients receiving specialized mental health care are dually diagnosed with one or more of the following diagnoses: substance use disorders, PTSD, depression spectrum disorders, and personality disorders.

The WRJ VAMC internship has a faculty of seventeen doctoral-level psychologists (three of whom work at the Dartmouth College Counseling Center). Administratively, the program is supervised by the Director of Psychology Training, who oversees and implements intern recruitment and selection, assigns interns to faculty supervisors, and coordinates clinical experiences. In addition to the psychology internship program, we sponsor training for advanced practicum students and have an APA-accredited postdoctoral fellowship in health psychology.

Medical School Affiliations: The WRJ VAMC is dually affiliated with the Geisel School of Medicine at Dartmouth College (GSMD) and the University of Vermont (UVM) College of Medicine.

The WRJ VAMC affiliation with GSMD supports more than 150 individuals in 17 specialties. Forty percent of the clinical medicine activity for GSMD students takes place at the VA and these students rank the VA as superior to their non-VA training options. This affiliation has also provided the substrate to support the National Center for PTSD, the National Quality Scholars Program, a field station in Patient Safety, VA Outcomes Group, a Rural Health Initiative, a VA Research and Development Service and a new Inter-Professional Patient Safety Fellowship.

The WRJ VAMC has supported a formal affiliation with the University of Vermont (UVM) College of Medicine in Burlington, Vermont, since 1994. This affiliation provides the mechanism for medical residents, cardiology and psychiatry fellows and students to rotate through our Lakeside Community Based Outpatient Clinic (CBOC) in Burlington, Vermont. This CBOC also supports UVM trainees in advance nurse practice and social work.

Allied Health Affiliations: WRJ VAMC maintains over 40 other current academic affiliations with colleges and vocational schools to provide a variety of professional and technical experiences for students in nursing, physician assistants, optometrists, physical and occupational therapy, social work, radiology, medical technology, and other fields.

Training Model and Program Philosophy

The internship program at the WRJ VAMC subscribes to the following characteristics commonly associated with the scholar-practitioner model of training:

- 1) A scholarly approach to practice via reflection and critical thinking;
- 2) An application of scholarly work and empirically-based research data to the practice of psychological assessment and clinical practice;
- 3) An emphasis on the psychologist as an informed consumer of scholarly work including theoretical material and empirical research;
- 4) A recognition of the importance of generating knowledge through practice;

- 5) An expectation that interns will attend and become active participants in academic/didactic activities.

Our internship program is based on the philosophy that sound and effective clinical practice is built on knowledge of the theoretical and empirical literatures, critical thinking, and self-reflection. We train our interns to implement and promote established, efficacious treatments and encourage our interns to draw upon theoretical and empirical literature to enhance the development of their professional skills over time. Moreover, we train our interns to view knowledge and understanding of themselves as integral to the treatment process.

As scholar-practitioners, we strive to remain abreast of theoretical and empirical literature and scholarly work in our chosen areas of professional practice and to further our knowledge of treatment advances in order to inform clinical decisions. In concert with this knowledge, understanding of oneself as a clinician and as a person is seen as essential to the establishment of a treatment alliance and the application of efficacious interventions. Thus, we believe that familiarity with, and understanding of, theoretical models, empirical findings, and self-reflection should guide clinical practice.

Program Goals & Objectives

The internship program at the WRJ VAMC is designed to teach early-career professionals the skills and knowledge that will enable them to function as independent, ethical, and competent psychologists consistent with the scholar-practitioner model. The overall goal of the program is to prepare advanced graduate students for generalist practice in professional psychology in a variety of settings or to seek postdoctoral training in a specialized area. Our intern graduates are well prepared to begin working in a diverse number of environments including outpatient clinics, inpatient treatment programs, medical center-based care, college counseling centers, and working alongside clinicians in primary care.

A second major goal is to develop psychologists who will be critical thinking, self-reflective scholars and practitioners. We train our interns to be active, continuous consumers of the professional literature, to use this literature to inform their practice, to learn from clinical experiences, and to use knowledge and understanding of oneself as an important tool in clinical practice.

A third major goal of our training program is to train interns in cognitive behavioral therapy and to provide effective, evidence-based treatment for a variety of clinical conditions.

A fourth major goal of our internship is to train our interns to assess and treat patients with post-traumatic stress disorder using evidence-based treatments and using both individual and group modalities.

Our internship program uses a competence-based practice and assessment model. We strive to operationalize the skills and abilities we believe are most essential to generalist practice. Interns' skill levels are formally assessed throughout the year. For example, for outpatient psychotherapy we assess competence three times during the year. We assess competence in specific skill/practice areas within seven general domains and specific objectives:

- Competence in professional conduct, ethics, and legal matters:
 - professional interpersonal behavior
 - knowledge of ethics and law
 - seeks consultation/supervision
 - uses positive coping strategies
 - professional responsibility and documentation
 - efficiency and time management
- Competence in individual and cultural diversity:
 - patient rapport
 - sensitivity to patient diversity
- Competence in psychological diagnosis and assessment:
 - diagnostic skill

- psychological test selection and administration
- conducting thorough and timely initial evaluations
- psychological test interpretation
- assessment writing skills
- feedback regarding assessment
- Competence in professional consultation:
 - consultation assessment
- Competence in psychotherapeutic interventions:
 - patient risk management and confidentiality
 - case conceptualization and treatment goals
 - treatment goals and outcomes
 - objective therapeutic interventions
 - effective use of emotional reactions in therapy (countertransference)
- Competence in group psychotherapy skills:
 - group therapy skills and preparation
- Competence in scholarly inquiry and application of theoretical and scientific knowledge to practice:
 - seeks current scientific knowledge

These general areas of outpatient psychotherapy are assessed every four months with a formal, summative evaluation. Together with the intern, competence levels are discussed and assessed using the following competency descriptions:

A	Advanced: skills comparable to autonomous practice as the licensure level
HI	High intermediate: occasional supervision needed
I	Intermediate: should remain a focus of supervision
E	Entry level: continued intensive supervision is needed
R	Remedial: needs remedial work

Descriptions of skills necessary at each competency level are clearly articulated. By the end of the training year, interns are expected to achieve competence at the high intermediate (HI) or advanced (A) level on at least eighty percent with no ratings at the entry (E) or remedial (R) level. Specific skills/competencies are also assessed for each practice area/rotation and are described in the Training Experiences section.

Interns also receive similar formal summative competency evaluations for their work in the Primary Care Mental Health Integration Clinic (PCMHI) and on the Dialectical Behavior Therapy Rotation every two months, as well as for their work on the optional rotations outlined below. Interns are also evaluated on their presentations at the NCPTSD Journal Club.

Program Structure

The internship is composed of a number of core experiences including the outpatient psychotherapy clinic at the VAMC (year long), the Dialectical Behavior Therapy (DBT) rotation (four month rotation), the Primary Care Mental Health Integration Clinic rotation (four month rotation), psychological/neuropsychological assessment (year long), outpatient services at the Dartmouth College Counseling Center (nine months), specialty training in the assessment and treatment of PTSD (throughout the year), and a four-month rotation where interns get to choose between a rotation in health psychology; a rotation in substance use disorders treatment in our five-week residential treatment program; and a research-oriented rotation at the Executive Division of the National Center for PTSD, which is on our campus. Interns engage in varied activities during the course of a work week which approximates the schedules of staff members. Interns typically work a forty to forty-five hour week and are sometimes expected to complete reading and other assignments for seminars/journal clubs outside of this time.

As part of the specialty training for the treatment of PTSD, interns will learn Cognitive Processing Therapy (CPT) and will be introduced to Prolonged Exposure Therapy and other treatments for PTSD. Interns

have the opportunity to become VA-certified CPT therapists. Training emphasizes cognitive-behavioral therapy, with an optional psychodynamic psychotherapy rotation, through group and individual supervision and case conferences. The internship is associated with the Executive Division of the National Center for PTSD. Interns participate in a weekly National Center for PTSD journal club facilitated by top researches in the field. In addition to clinical training, interns participate in a seminar on neuropsychological and personality assessment, and a seminar focused on Professional Issues, Clinical Practice, and Diversity.

Interns are taught skills in a variety of modalities. First, interns learn by watching. Through live observation of faculty, interns observe the skills they are expected to perform. For example, when the interns begin the rotation in the Primary Care Mental Health Integration Clinic (PCMHI), they observe their supervisor conducting the brief assessments, meeting with the medication prescriber, and collaborating with the patient on treatment recommendations. Interns gradually begin to conduct these functions under the direct observation of a supervisor and then, with increasing skill development, they perform these functions with supervision after the intervention. When learning other skills, such as administering the Clinician Administered PTSD Scale (CAPS) and learning Cognitive Processing Therapy (CPT), interns watch videotapes of other professionals performing these skills.

Second, interns learn through didactics. The didactics are meant to complement and inform the clinical work done on internship. All of the interns participate in a CPT training and consultation that is held in the first few months of the internship year. Group supervision is used to process cases and discuss interventions. Interns also participate in two journal clubs (the Mental Health and Behavioral Science Journal Club/MHBSS Grand Rounds as well as the PTSD Journal Club at the National Center for PTSD) to improve scholarship skills.

Third, interns learn by doing. Through audio-recorded and direct observation of practice, interns practice the skills they are learning. In weekly individual and group supervision interns review this recorded material and receive formative feedback about their performance. Interns and supervisors track their progress and every four months use formal summative assessments to gauge progress.

Because we emphasize generalist training, interns are expected to achieve competence in a number of areas of practice that are described in the next section.

Supervision: Intensive supervision, both individual and in groups, is the core of the internship experience. Interns will receive at least two hours of individual supervision per week for their work in the VA outpatient clinic, one hour of supervision for their work at the Dartmouth College Counseling Center, as well as one hour of group case discussion in the weekly clinical case conference. Interns will also receive group assessment supervision for each battery in the weekly assessment case conference. In addition, interns will have a supervisor for each clinical experience, e.g., the DBT rotation, the PCMHI rotation, and the health psychology/SUDS/NCPTSD rotations. These supervisory sessions introduce interns to a variety of clinical and/or research approaches and help them to develop and understand a particular treatment philosophy and develop a style of their own. While the internship program espouses no single theoretical orientation, it does require that all trainees become thoughtful and knowledgeable about the evolution of their own professional identity and that they be able to fully conceptualize their own clinical decisions.

Six doctoral psychologists on the core faculty serve as supervisory staff for outpatient psychotherapy (see section on Training Faculty). Interns will be assigned five regular supervisors throughout the year. At least one of the outpatient supervisors will have a CBT perspective and there will be an option to also work with a supervisor who has a psychodynamic perspective. Interns will be assigned a supervisor at the Dartmouth Counseling Center and they will have an assessment supervisor throughout the year. The supervisors will mentor the intern via modeling, teaching, supervising skills, and professional demeanor. The Director of Psychology Training, along with the supervisors, will assist the intern in establishing a caseload and acquiring the types of experiences necessary for that particular individual to grow in the role of psychologist. Each supervisor will ensure that the intern's training objectives are met and will complete

evaluations of intern performance three times during the training year. Live observation and audiotapes of sessions are used in the supervision process.

The faculty of the White River Junction VA internship values self-reflection in professional training. We view self-reflection as an integral component of being an effective, compassionate professional. While supervisors vary in the level of self-disclosure they encourage in supervision, some level of self-reflection and self-disclosure is part of the supervisory process. Applicants and interns are encouraged to discuss this issue with prospective supervisors.

Training Experiences

Based on a generalist model of training, interns participate in the following major clinical experiences during the year: full-year and nine-month training respectively in the general outpatient psychotherapy (at the VAMC and the Dartmouth College Counseling Center); full-year training in the psychology assessment clinic; a full-year of training in the PTSD subspecialty; a four-month rotation on the DBT Consultation Team; a four-month rotation in the Primary Care Mental Health Integration Clinic; and an optional four-month rotation, which involves a clinical experience in health psychology, a clinical experience in substance use disorders treatment, or a research experience at the Executive Division of the NCPTSD.

Outpatient Psychotherapy: Interns see outpatients in two settings: the general outpatient mental health clinic at the VAMC and through a nine-month (partial day) rotation at the Dartmouth College Counseling Center. The Dartmouth College Counseling Center is an internship field placement site. The training experiences offered during this one-day rotation are under the direct management and supervision of the White River Junction VA Medical Center Internship Training Committee in collaboration with the Dartmouth College Counseling Center staff. In the VAMC outpatient clinic, interns carry a caseload of about twelve outpatients who are seen weekly in either short-term or long-term psychotherapy. Interns are supervised in the practice of cognitive behavioral treatment in this clinic, and interns can choose an optional rotation in psychodynamic psychotherapy in this clinic. In this clinic a holistic, recovery-oriented approach to care is taken so interns work closely with medication providers (nurse practitioners and psychiatrists), social workers (homeless veteran coordinator, CWT and supported employment coordinator), and primary and specialty care physicians.

Primary Care Mental Health Integration Clinic (PCMHI): Interns provide assessment and short-term psychotherapy in the PCMHI, which is located in the Primary Care Service. In this four-month rotation interns learn to conduct brief, problem-focused assessments. Patients come to this walk-in mental health clinic from primary and specialty care medicine for drop-in access to mental health services. Patients are seen by both a therapist, who conducts a brief psychosocial assessment, and a medication provider, who conducts a brief biopsychosocial assessment. Therapists and medication providers consult with each other and the patient and make treatment recommendations including referrals for psychotherapy, trials of medication, hospitalization, and referral to support groups. In this setting, interns learn to consult with both psychiatric medication providers as well as primary care physicians about each patient seen in the clinic.

Dialectical Behavior Therapy (DBT) Consultation Team: Interns work as part of a multidisciplinary treatment team on the DBT Consultation Team. In this setting, interns co-facilitate DBT Skills Groups for outpatients as well as inpatients in the WRJ VAMC's inpatient psychiatric unit. Interns attend weekly consultation meetings and rotate through the role of leader, observer, and note-taker, along with other consultation team members. Interns also offer DBT-informed individual psychotherapy to veterans in the DBT Skills Group or other veterans on their caseload.

Psychology Assessment Clinic: In this clinic, interns administer and interpret a variety of psychological and neuropsychological screening instruments, write integrated assessment reports, and present this feedback to both colleagues and patients. Because many of the requests for assessment come from clinicians who are not psychologists, emphasis is placed on collaborating with other professionals to clarify referral questions and provide meaningful feedback to both the referring clinician and the patient.

PTSD Sub-Specialty Training: Our internship includes what we call "sub-specialty training" in the assessment and treatment of PTSD. The goal of this training is to prepare our interns to conduct assessments of patients with PTSD, to learn an evidence-based treatment, Cognitive Processing Therapy (CPT) as well as have an introduction to other treatments for treating PTSD. Since a high preponderance of our patients have PTSD, we feel this training is especially important for our interns (and patients). In collaboration with staff from the National Center for PTSD, interns learn to reliably administer and score the Clinician Administered PTSD Scale (CAPS). Interns then learn a twelve-session, manualized version of CPT and treat at least two patients with PTSD using this intervention. As part of this sub-specialty training, interns also learn to run a Seeking Safety skills group for patients with PTSD and SUD.

Interns will have a choice of health psychology, substance use disorders, and the National Center for PTSD as one of their four-month rotations:

1) Health Psychology: Primary Care Health Psychology is an increasing area of focus in the VA Medical System. Health Psychologists collaborate with medical staff and support veterans in their efforts to change their health habits and cope with chronic disease. In the Health Psychology rotation, interns meet individually with veterans to assess and treat a variety of psychological conditions that may be interfering with physical health issues such as chronic pain, insomnia, diabetes control, etc.

2) Substance Use Disorders: Another important area of focus in the VA Medical System is in the diagnosis and treatment of substance use disorders. In the Substance Use Disorders rotation, interns will work with patients who have been admitted to the WRJ VAMC's five-week Residential Recovery Center (RRC), an MH RRTP for individuals with substance use disorders and co-occurring disorders. Interns will also attend two multidisciplinary meetings per week with the RRC treatment staff (psychiatrists, psychiatric residents, medical students, nurse practitioners, nurses, social workers, mental health counselors, and social work trainees) to discuss patient progress. Interns will also have the option to co-facilitate an additional RRC skills group during this rotation.

3) National Center for Posttraumatic Stress Disorder: Interns will assist NCPTSD researchers in the development, implementation, and dissemination of research on the diagnosis and treatment of PTSD.

Seminars and Case Conferences: All interns attend two weekly case conferences, one focused on assessment and the other focusing on treatment. The Assessment Case Conference deals with psychological testing and requires interns to present findings of an assessment battery. Scholarly readings are assigned to correspond with case presentations. The Clinical Case Conference focuses on psychotherapy. Interns, post-doctoral fellows, predoctoral practicum students, and staff present cases, listen to audiotapes of therapy sessions (with patient permission), and are assigned readings to correspond to case presentations.

Interns also participate in a Special Issues and Diversity Seminar. The Special Issues and Diversity Seminar focuses on topics relevant to the professional practice of psychology. Topics include taking military and medical histories, patient diversity, and supervision, to name a few.

In addition to the seminars, interns participate in weekly multidisciplinary journal clubs. These are offered weekly by the National Center for PTSD and the VAMC Mental Health and Behavioral Science service. Embedded in the latter journal club is a Department Grand Rounds, which occurs on alternate weeks. Staff members, psychiatry residents, and interns present articles of their choosing to the groups and lead a discussion. Interns also have the option of televiewing the Geisel Department of Psychiatry Grand Rounds which occurs weekly.

Requirements for Completion

Requirements: In order to remain in good standing, interns are required to make progress toward competency in all domains; utilize supervision for professional growth and achievement of competencies;

and participate in and complete readings/assignments/practice assessments for all seminars, case conferences, journal clubs, and supervision.

To successfully complete the internship, interns are required to meet the minimum practice expectations (see below), achieve competency in all required domains and be in good standing throughout the year.

Expectations: The following are expectations established to help give interns an idea of the minimum workload standards for the year. Interns must meet these minimum standards in order to successfully complete internship. It should be noted that these are minimum standards and that most interns are expected to exceed these standards during the course of the year.

Supervision and Didactics

- Two hours of individual CBT (and psychodynamic if that rotation is selected) supervision per week
- Weekly Assessment Case Conference Group Supervision
- Weekly Clinical Case Conference Group Discussion
- Monthly meeting with the Training Director
- Attend all seminars and didactics

Workload

- We have set 250 treatment hours for the year as a suggested benchmark for outpatient psychotherapy at the VA. Other training experiences such as the Dartmouth Counseling Center and outpatient group hours are separate from this expectation.
- Complete the CPT training and consultation, readings, and practice assessments and achieve mastery of basic CPT competencies; ideally complete two CPT cases.
- Minimum of ten full assessment batteries (year)
- Individual and group therapy
- Completion of the PTSD Subspecialty including all practice requirements
- Complete the Clinical Activities Log
- Complete internship evaluations (i.e., Supervisor Assessment Form, Case Conference – Seminar Evaluations, and Psychology Internship Evaluation Form, etc.)

Presentations

- Ongoing case presentations at Assessment Case Conference
- Ongoing case presentations at Clinical Case Conference
- Ongoing presentations during the CPT consultation call
- Two presentations at Mental Health and Behavioral Science Service Journal Club
- Two presentations at NCPTSD Journal Club

Evaluations

Of You

- Evaluations every four months by outpatient and assessment supervisors
- Evaluations every two months by PCMHI, Health Psychology, and the DBT Rotation supervisors
- Evaluations of journal club presentations (PTSD Journal Club)

Of Us

- Two evaluations of all supervisors
- Two evaluations of the internship
- Evaluations of all seminars
- One post-internship evaluation (at twelve months)

Facility and Training Resources

Abundant resources exist to support intern training. Office space and individual computers are provided for interns that allow them access to electronic records, email, and the Internet. In addition, we have an

array of computer-administered and scored tests, statistical software, and a wide assortment of psychological and neuropsychological testing equipment.

The Learning Resource Center (LRC) at the WRJ VAMC maintains books and periodicals encompassing an array of psychology and medical journals. In addition, the LRC maintains audio and video recording, and other audiovisual resources. The LRC also provides Internet access for searches of professional literature. The Librarian at the LRC is available to help interns with literature searches as well as inter-library loan requests for journal articles and books.

Administrative Policies and Procedures

Time Requirements: The internship is a one-year experience requiring at least 40 hours of "on duty" time per week. The starting date is July 1 and the end date is June 30. Interns are required to gain a minimum of 2080 hours of training (minus leave time) during the internship year. If interns are not able to complete the full 2080 hours during the training year or have not satisfied the minimum requirements, they can, with approval from the Training Director and Training Committee, complete the remaining hours and requirements during the next training year; interns will not receive a stipend for the additional hours required to complete their training.

Stipend: Interns receive a competitive stipend paid in 26 biweekly installments. VA internship stipends are locality adjusted to reflect different relative costs in different geographical areas. Currently, the stipend is \$26,166 annually.

Benefits: The internship appointments are for 2080 hours, which is full-time for a one-year period. VA interns are eligible for health insurance (for self, married spouse, and legal dependents) and for life insurance, just as regular employees are. As temporary employees, interns may not participate in VA retirement programs.

Holidays and Leave: Interns receive the 10 annual federal holidays. In addition, interns accrue 4 hours of sick leave and 4 hours of annual leave for each full two week pay period as an intern, for a total of between 96 and 104 hours of each during the year.

Authorized Absence: Subject to approval by the Director of Psychology Training, interns may be given authorized absence without charge to annual leave, when the activity is considered to be of substantial benefit to VA in accomplishing its general mission or one of its specific functions, such as education and training. Interns may use one day of authorized absence for dissertation defense.

Due Process Statement: It is the practice of the WRJ VAMC internship program to attempt to address all problems and complaints at the lowest possible level, utilizing formal procedures only when standard supervisory approaches have proven unsuccessful in resolving an issue. The input and recommendations of the intern's graduate program director may be included in any remedial intervention plan that is judged warranted by the Psychology Training Committee.

Since no one set of procedures can be established to cover all potential problem scenarios, emphasis is placed on resolving issues (a) at the lowest possible level, (b) using the least formal means, and (c) in a manner that supports all parties involved.

The faculty of the WRJ VAMC internship value self-reflection in professional training. We view self-reflection as an integral component of being an effective, compassionate professional. While supervisors vary in the level of self-disclosure they encourage in supervision, some level of self-reflection and self-disclosure is part of the supervisory process. Applicants and interns are encouraged to discuss this issue with prospective supervisors.

Self-Disclosure: As stated in the APA Ethics Code, an intern may be required to disclose personal information if it becomes necessary to evaluate or obtain assistance for the intern whose personal

problems are preventing them from performing their training or professionally related activities in a competent manner or posing a threat to students or others.

The faculty recognizes the benefit of personal psychotherapy for all psychology trainees. We consider the decision to seek psychotherapy a personal one, but may, in some circumstances, suggest or encourage interns to seek personal psychotherapy.

Training Staff

Allington, Casey, Ph.D.

Psychologist, VAMC, White River Junction, VT

Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth College

Interests: Primary Care Mental Health Integration, Prolonged Exposure-Primary Care

Bernardy, Nancy, Ph.D.

Psychologist, National Center for PTSD, VAMC, White River Junction, VT

Interests: PTSD, Biological Psychology, Substance Use Disorders

Bagby, Sarah, Psy.D.

Psychologist, VAMC, White River Junction, VT

Clinical Instructor, Geisel Medical School at Dartmouth College

Interests: PTSD, Prolonged Exposure Therapy, Dialectical Behavior Therapy, Substance Use Disorders

Detzer, Mark Ph.D.

Psychologist, VAMC White River Junction, VT

Adjunct Assistant Professor, Geisel Medical School at Dartmouth

Visiting Assistant Professor: Dartmouth College

Interests: Health Psychology, Cognitive Behavioral Therapy

Hiatt, Mark, Ph.D.

Psychologist, Dartmouth College Health Service, Hanover, NH

Interests: Short-Term Dynamic Psychotherapy, Anxiety and Mood Disorders, Adolescent and Young Adult Development, Sports Psychology

Kelliher, Stephen, Psy.D.

Psychologist, White River Junction Vet Center, White River Junction, VT

Interests: PTSD, Psychosocial Rehabilitation/Recovery Based Interventions, Time-Limited Dynamic Psychotherapy, Cognitive Behavioral Therapy

Kohl, Sarah, Psy.D.

Psychologist, White River Junction Vet Center, White River Junction, VT

Adjunct Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth

Interests: Psychodynamic Psychotherapy, PTSD

Kutter, Catherine, Ph.D.

Psychologist, VAMC, White River Junction, VT

Clinical Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth

Interests: PTSD, Cognitive-Behavioral Therapy, LGBTQ+ Veterans, Chronic Pain

Mills, Peter D., Ph.D.

Psychologist and Chair, Ethics Advisory Committee, VAMC White River Junction, VT

Adjunct Associate Professor of Psychiatry, Geisel Medical School at Dartmouth

Director, VA National Center for Patient Safety Field Office

Interests: Individual and Marital Therapy, Bio-Medical Ethics, Medical Safety Improvement, Health Care Consultation

Rousseau, Glenna, Ph.D.

Psychologist, VAMC, White River Junction, VT

Health Psychologist/Health Behavior Coordinator

Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth College

Interests: Brief assessment/treatment interventions, Health Psychology, Behavioral Medicine, Group Treatment for Obesity and Diabetes, Integrated Mental Health and Primary Care

Sippel, Lauren, Ph.D.

Associate Director for Research, National Center for PTSD

Assistant Professor of Psychiatry, Geisel School of Medicine at Dartmouth

Interests: PTSD, CBT, effects of trauma and PTSD on relationships

Schnurr, Paula P., Ph.D.

Executive Director, National Center for PTSD, VAMC White River Junction VT

Professor of Psychiatry, Geisel Medical School at Dartmouth

Interests: PTSD, Research Methodology and Statistics

Smith, Adam, Psy.D.

Psychologist, VAMC, White River Junction VT

Director of Psychology Training

Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth College

Interests: PTSD, Substance Abuse, Cognitive Behavioral Therapy

Utecht, Eric, Ph.D.

Psychologist, VAMC, White River Junction VT

Clinical Instructor, Geisel School of Medicine at Dartmouth College

Interests: Psychological Assessment, Psychodynamic Psychotherapy, Psychedelic-Assisted Psychotherapy, Time-Limited Dynamic Psychotherapy

Williams, Catherine, Ph.D.

Neuropsychologist, VAMC, White River Junction VT

Interests: Neuropsychology of serious and persistent mental illness, geriatrics, and substance use disorders

Trainees

Graduates and Current Interns Degrees and Graduate Programs

2020 – 2021 Interns

University of Minnesota

University of Wisconsin—Madison

William James College

2019 – 2020 Graduates

University of South Dakota

Ph.D. in Clinical Psychology

Carlos Albizu University

Ph.D. in Clinical Psychology

Springfield College

Psy.D. in Counseling Psychology

2018 – 2019 Graduates

Marshall University
Psy.D. in Clinical Psychology

Antioch University New England
Psy.D. in Clinical Psychology

Nova Southeastern University
Psy.D. in Clinical Psychology

2017 – 2018 Graduates

Roosevelt University
Psy.D. in Clinical Psychology

William James College
Psy.D. in Clinical Psychology

William James College
Psy.D. in Clinical Psychology

2016 – 2017 Graduates

Pacific Graduate School of Psychology
Ph.D. in Clinical Psychology

Pacific Graduate School of Psychology
Ph.D. in Clinical Psychology

Wright Institute
Psy.D. in Clinical Psychology

2015 – 2016 Graduates

Massachusetts School of Professional Psychology
Psy.D. in Clinical Psychology

Syracuse University
Ph.D. in Clinical Psychology

Palo Alto University
Ph.D. in Clinical Psychology

2014 – 2015 Graduates

American School of Professional Psychology
Psy.D. in Clinical Psychology

Ohio State University
Ph.D. in Clinical Psychology

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Long Island University
Ph.D. in Clinical Psychology

2013 – 2014 Graduates

Baylor University
Psy.D. in Clinical Psychology

Pacific University
Psy.D. in Clinical Psychology

Indiana State University
Psy.D. in Clinical Psychology

2012 – 2013 Graduates

Ferkauf Graduate School of Psychology
Psy.D. in Clinical Psychology

Roosevelt University
Psy.D. in Clinical Psychology

Chicago School of Professional Psychology
Psy.D. in Clinical Psychology

2011 – 2012 Graduates

Ferkauf Graduate School of Psychology
Psy.D. in Clinical Psychology

George Fox University
Psy.D. in Clinical Psychology

University of Kansas
Ph.D. in Counseling Psychology

2010 – 2011 Graduates

George Washington University
Psy.D. in Clinical Psychology

Antioch New England Graduate School
Psy.D. in Clinical Psychology

Auburn University
Ph.D. in Counseling Psychology

2009 – 2010 Graduates

Baylor University
Psy.D. in Clinical Psychology

George Fox University
Psy.D. in Clinical Psychology

Virginia Consortium Program in Clinical Psychology

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Psy.D. in Clinical Psychology

2008 – 2009 Graduates

Georgia State University
Ph.D. in Clinical Psychology

James Madison University
Psy.D. in Combined-Integrated Program in Clinical and School Psychology

Washington State University
Ph.D. in Counseling Psychology

2007 – 2008 Graduates

Virginia Commonwealth University
Ph.D. in Counseling Psychology

George Washington University
Psy.D. in Clinical Psychology

Pacific University School of Professional Psychology
Psy.D. in Clinical Psychology

2006 – 2007 Graduates

Virginia Consortium Program in Clinical Psychology
Psy.D. in Clinical Psychology

State University of New York at Albany
Ph.D. in Counseling Psychology

Duquesne University
Ph.D. in Clinical Psychology

Local Information

The WRJ VAMC is located in rural New England on the border of New Hampshire and Vermont. Situated in the scenic New England countryside, the location offers easy access to the pleasures of country living including picturesque New England villages and farms, excellent skiing, hiking, and boating as well as Arts and Cultural events sponsored by Dartmouth College across the river in New Hampshire. White River Junction also affords easy travel to Boston and Montreal.

Links to Local Information:

VA Medical Center, White River Junction, Vermont
<http://www.whiteriver.va.gov/>

Dartmouth College Counseling Center
<http://www.dartmouth.edu/~chd/index.html>

National Center for PTSD
<http://www.ptsd.va.gov/>

Housing:
<http://www.dartmouthre.com>

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Local Events:

<http://hop.dartmouth.edu/>
<http://www.lebanonoperahouse.org>
<http://www.claremontoperahouse.com>
<http://www.newportoperahouse.com>
<http://www.flynncenter.org/>
<http://www.thecolonial.org/CalendarOfEvents.htm>

Racial/Ethnic and Gender:

Networking and Support at Dartmouth College

- First Friday of the Upper Valley (Black Professionals)
- French, Italian and German Conversation and Potluck Lunchs
- Hanover-Joigny and Hanover-Nihonmatsu Exchanges
- Multicultural Families of Vermont and New Hampshire
- Nomaste Friends (South Asians in the Upper Valley)
- Upper Valley Chinese School

www.dartmouth.edu/~ide/

Rainbow Resources (Gay/Lesbian Education and Resources)

www.rainbowresources-nh.org

Upper Valley Fatherhood Network 603-448-5922

WISE (Women's Information Service) 603-448-5922

Women's Resource Center 603-650-4377

Women's Network of the Upper Valley 603-643-6819

Religious Diversity

For a complete list of religious groups in the area please visit

www.dartmouth.edu/~tucker/

Local News:

<http://www.vnews.com/>

Local Organizations:

<http://www.valley.net/communityOrganizations/index.html>

Outdoor Sports:

<http://www.skinh.com/>

<http://www.vermontvacation.com/>

<http://www.visitnh.gov/?c1=activities-us~general&source=overture&kw=hiking+nh>

Transportation:

<http://www.dartmouthcoach.com/schedules.html>

<http://www.flymanchester.com/>

Weather:

<http://www.montshire.org/weather/>

Internship Program Admissions

Date Program Tables are updated: 8/12/2020

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The internship at the WRJ VAMC is a clinically-oriented internship and so places a premium on those experiences that prepare applicants for clinical practice informed by scholarship. Highly regarded candidates will have 450 hours of closely supervised clinical practicum experiences including individual psychotherapy (i.e., clinical interviewing as well as brief and long-term psychotherapy with adults) and psychological assessment with adults.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	Yes		Amount: 450 hours
Total Direct Contact Assessment Hours	No		Amount: No specified amount

Describe any other required minimum criteria used to screen applicants:

Ideally, candidates will have completed coursework in a range of therapeutic approaches including psychodynamic psychotherapy and cognitive-behavioral psychotherapy. Highly regarded candidates will have supervised clinical experiences across theoretical orientations. In addition, we seek to recruit candidates who have only minor dissertation requirements remaining as this allows for greater focus on internship related duties. WRJ VAMC Psychology Internship Program strives to create an environment supportive of diversity.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$26,166	
Annual Stipend/Salary for Half-time Interns	n/a	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?		No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	96	
Hours of Annual Paid Sick Leave	96	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	
Other Benefits (please describe): VA interns are eligible for health insurance (for self, married spouse, and legal dependents) and for life insurance. Interns receive paid leave for the 10 annual federal holidays. Interns may be given authorized absence without charge to leave for education and training.		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2016-2019	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center	5	2
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		1

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School district/system		
Independent practice setting		1
Not currently employed		
Changed to another field		
Other		
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.